

---

# South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities

---

Listening, Viewing, Speaking Summary



Board Approved  
November 19, 2007

## Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

---

# KINDERGARTEN LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
K.LVS.1.1. (Knowledge) Follow simple two-step oral directions.	K.A.LVS.1.1. (Knowledge) Follow three or more one-step directions with a model.
K.LVS.1.2. (Application) Follow rules of conversation in group situations.	K.A.LVS.1.2. (Knowledge) Focus on teacher/speaker presenting information.
K.LVS.1.3. (Application) Identify different facial expressions, body language, and signals.	K.A.LVS.1.3. (Knowledge) Match feelings/signals to representations.
K.LVS.1.4. (Application) Use patterns and picture organizers to remember everyday information.	K.A.LVS.1.4. (Application) Transition from one activity to another with a representative cue.
K.LVS.1.5. (Comprehension) Speak in complete sentences to tell about people, places, or things.	K.A.LVS.1.5. (Comprehension) Complete a sentence with a representation to communicate a want.
K.LVS.1.6. (Application) Contribute to group discussions on a topic.	K.A.LVS.1.6. (Comprehension) Communicate using a representation that matches the discussion topic.
K.LVS.1.7. (Application) Tell about an experience or story in sequence with or without visual aids.	K.A.LVS.1.7. (Knowledge) Participate in sharing and telling about an item or experience with others with teacher prompts.
K.LVS.1.8. (Knowledge) Recite short poems, rhymes, songs, and stories with repeated patterns.	K.A.LVS.1.8. (Knowledge) Imitate repetitive parts of rhymes, poems, stories or songs with representational cues.
K.LVS.1.9. (Knowledge) Identify personal and emergency information.	K.A.LVS.1.9. (Knowledge) Identify personal information (name) with a representational cue.

## South Dakota Kindergarten Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Follow four or more one-step directions with a representation.</li> <li>Focus on speaker while maintaining a quiet voice.</li> <li>Identify feelings/signals from a representation.</li> <li>Follow a schedule within their daily routine.</li> <li>Create a sentence with representations to communicate a want or a need.</li> <li>Communicate an answer to a simple question on the discussion topic.</li> <li>Share and tell one detail about an item with others when given a representational prompt.</li> </ul>

	<ul style="list-style-type: none"> <li>Communicate repetitive parts of rhymes, poems, stories or songs with representational cues.</li> <li>Identify personal information (name and immediate family members) with a representational cue.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Follow three or more one-step directions with a representation.</li> <li>Focus on teacher/speaker presenting information.</li> <li>Match feelings/signals to representations.</li> <li>Transition from one activity to another with a representative cue.</li> <li>Complete a sentence with a representation to communicate a want or need.</li> <li>Communicate using a representation about the discussion topic.</li> <li>Participate in sharing and telling about an item with others with teacher prompts.</li> <li>Imitate repetitive parts of rhymes, poems, stories or songs with representational cues.</li> <li>Identify personal information (name) with a representational cue.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Respond to name and imitate a one-step direction.</li> <li>Focus on a familiar object/sound.</li> <li>Imitate feeling in representation of facial expression.</li> <li>Choose between two representations of activities.</li> <li>Communicate a want with a representation.</li> <li>Communicate through matching representations about the discussion topic.</li> <li>Participate in sharing an item with others.</li> <li>Participate in repetitive parts of rhymes, poems, stories or songs with representational cues.</li> <li>Match personal information (name) to representational cue.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Respond to their first name.</li> <li>Localize to a sound/cue.</li> <li>Respond to settings of like/dislike nonverbally.</li> <li>Attend/respond to a representation of an activity.</li> <li>Attend/respond to a representation to communicate a want.</li> <li>Attend/respond to a representation about the discussion topic.</li> <li>Attend/respond to item being shared with group.</li> <li>Attend/respond to repetitive parts of rhymes, poems, stories or songs.</li> <li>Attend/respond to personal information (name).</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# FIRST GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standards</b>	<b>Extended Content</b>
1. LVS.1.1. (Application) Repeat and follow three-step oral directions.	1. A.LVS.1.1. (Knowledge) Imitate two step directions.
1. LVS.1.2. (Application) Follow rules of conversation in a group situation.	1. A.LVS.1.2. (Knowledge) Follow rules of conversation in a one-to-one setting with a model to participate in one conversational turn.
1. LVS.1.3. (Application) Utilize visual organizers which include words for listening and viewing.	1. A.LVS.1.3. (Comprehension) Follow a schedule within a daily routine.
1. LVS.1.4. (Comprehension) Tell stories in sequence with details.	1. A.LVS.1.4. (Comprehension) Participate in sharing and telling about a personal experience with others.
1. LVS.1.5. (Synthesis) Express ideas in complete sentences using correct grammar.	1. A.LVS.1.5. (Application) Create (verbal/pictorial or representational object) a sentence with representations to communicate a want or a need.
1. LVS.1.6. (Comprehension) Answer questions related to the topic.	1. A.LVS.1.6. (Comprehension) Communicate an answer to a simple question on the discussion topic.
1. LVS.1.7. (Knowledge) Tell extended personal information.	1. A.LVS.1.7. (Knowledge) Identify personal information (name, family members) with a representational cue.

## South Dakota First Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Follow two-step directions with gesture/picture cues.</li> <li>Follow rules of conversation to participate in one conversational turn in a group situation.</li> <li>Manipulate an organizer to find information.</li> <li>Share two details from a story or personal experience.</li> <li>Create a sentence with representations to communicate an idea.</li> <li>Communicate an answer to a simple wh- question on the discussion topic.</li> <li>Identify personal information (name, family members, town and phone number) with a representational cue.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Imitate two step directions.</li> <li>Follow rules of conversation in a one-to-one setting with a model to</li> </ul>

	<p>participate in one conversational turn.</p> <ul style="list-style-type: none"> <li>• Follow a schedule within a daily routine.</li> <li>• Participate in sharing and telling about a personal experience with others.</li> <li>• Create (verbal/pictorial or representational object) a sentence with representations to communicate a want or a need.</li> <li>• Communicate an answer to a simple question on the discussion topic.</li> <li>• Identify personal information (name and family members) with a representational cue.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Follow five one step directions.</li> <li>• Respond to a conversational turn in a one on one situation.</li> <li>• Transition from one activity to another with a representation.</li> <li>• Participate in sharing a personal experience with others.</li> <li>• Complete a sentence with a representation to communicate a want or need.</li> <li>• Communicate using a representation about the discussion topic.</li> <li>• Match personal information (name and family members) with a representational cue.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to name and request to imitate an action.</li> <li>• Respond to cue to take a conversational turn during a one on one situation.</li> <li>• Attends to representation of the presented activity.</li> <li>• Attend/respond to a personal experience being shared with group.</li> <li>• Attend/respond to a representation to communicate a want or a need.</li> <li>• Attend/respond to a discussion on a topic with a representation.</li> <li>• Attend/respond to personal information (name and family members) with a representational cue.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## SECOND GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
2. LVS.1.1. (Application) Repeat and follow four-step oral directions.	2. A.LVS.1.1. (Comprehension) Follow two-step directions.
2. LVS.1.2. (Application) Follow rules of conversation and respond appropriately.	2. A.LVS.1.2. (Comprehension) Follow rules of conversation in a one-to-one setting.
2. LVS.1.3. (Analysis) Utilize graphic organizers to organize information gained through listening or viewing.	2. A.LVS.1.3. (Application) Manipulate an organizer to find information.
2. LVS.1.4. (Synthesis) Deliver information on topics using facts and details.	2. A.LVS.1.4. (Comprehension) Communicate an answer to a simple yes/no question related to a topic.
2. LVS.1.5. (Application) Express ideas using content area vocabulary.	2. A.LVS.1.5. (Synthesis) Communicate an idea within a group situation.
2. LVS.1.6. (Analysis) Ask and respond to questions related to the topic.	2. A.LVS.1.6. (Comprehension) Answer a “wh” question related to a topic.

### South Dakota Second Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Follow three-step directions with a representation.</li> <li>Follow rules of conversation in a small group setting.</li> <li>Locate information on a visual organizer.</li> <li>Communicate an answer to a simple question related to a topic.</li> <li>Communicate two ideas within a group situation.</li> <li>Give a response that includes a detail to respond to a simple question related to a topic.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Follow two-step directions.</li> <li>Follow rules of conversation in a one-to-one setting.</li> <li>Manipulate an organizer to find information.</li> <li>Communicate an answer to a simple yes/no question related to a topic.</li> <li>Communicate an idea within a group situation.</li> <li>Answer a “wh” question related to a topic.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Imitate two-step directions.</li> <li>Follow rules of conversation in a one-to-one setting with a model.</li> <li>Follow a schedule within a daily routine.</li> <li>Communicate a like or dislike related to a topic.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate a piece of information to a group.</li> <li>• Select an answer to a simple question related to a topic.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to name and follow a one-step direction with a representation.</li> <li>• Participate in turn-taking activities.</li> <li>• Transition from one activity to another with a representation.</li> <li>• Communicate a like or dislike.</li> <li>• Attend/respond to a group discussion.</li> <li>• Attend/respond to questions and answers related to a topic.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## THIRD GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
3. LVS.1.1. (Knowledge) Incorporate listening and viewing strategies to identify the content of the presentation.	3. A.LVS.1.1. (Knowledge) Incorporate listening and viewing strategies to identify a fact of a presentation.
3. LVS.1.2. (Comprehension) Recall the content of a visual and auditory presentation.	3. A.LVS.1.2. (Comprehension) Recall a fact of a visual, auditory, and/or kinesthetic presentation.
3. LVS.1.3. (Synthesis) Deliver a presentation incorporating descriptive vocabulary.	3. A.LVS.1.3. (Application) Deliver a presentation.
3. LVS.1.4. (Application) Demonstrate presentation skills.	3. A.LVS.1.4. (Knowledge) Imitate presentation skills.

### South Dakota Third Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Incorporate listening and viewing strategies to identify two facts of a presentation.</li> <li>• Recall two facts of a visual, auditory, and/or kinesthetic presentation.</li> <li>• Deliver a presentation using expression.</li> <li>• Use presentation skills.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Incorporate listening and viewing strategies to identify a fact of a presentation.</li> <li>• Recall a fact of a visual, auditory, and/or kinesthetic presentation.</li> <li>• Deliver a presentation.</li> <li>• Imitate presentation skills.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Use listening and viewing strategies to match a fact of a presentation.</li> <li>• Match a fact from a visual, auditory, and/or kinesthetic presentation.</li> <li>• Present a piece of information to a group.</li> <li>• Identify presentation skills.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to a presentation.</li> <li>• Attend/respond to a visual, auditory, or kinesthetic presentation.</li> <li>• Present preprogrammed/premade information to a group.</li> <li>• Attend/respond to a demonstration on presentation skills.</li> </ul>



<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## FOURTH GRADE LISTENING, VIEWING, SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
4. LVS.1.1. (Application) Identify and explain the purpose of the presentation through listening and viewing.	4. A.LVS.1.1. (Comprehension) Match the purpose of the presentation through listening and viewing.
4. LVS.1.2. (Comprehension) Record and explain information while listening and viewing.	4. A.LVS.1.2. (Comprehension) Recall information from a listening and viewing activity.
4. LVS.1.3. (Synthesis) Express ideas and convey information in an oral presentation.	4. A.LVS.1.3. (Application) Participate in an oral presentation.
4. LVS.1.4. (Synthesis) Incorporate expanding vocabularies into a formal presentation.	4. A.LVS.1.4. (Knowledge) Imitate expanded vocabulary (when modeled) in a presentation.
4. LVS.1.5. (Synthesis) Integrate nonverbal techniques in oral communication.	4. A.LVS.1.5. (Comprehension) Use gestures in a presentation.

### South Dakota Fourth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Answer questions related to the purpose of the presentation.</li> <li>• Answer comprehension questions from a listening and viewing activity.</li> <li>• Deliver an oral presentation using visual aids.</li> <li>• Use expanded vocabulary in a presentation.</li> <li>• Use gestures and visual aids in a presentation.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Match the purpose of the presentation through listening and viewing.</li> <li>• Recall information from a listening and viewing activity.</li> <li>• Participate in an oral presentation.</li> <li>• Imitate expanded vocabulary (when modeled) in a presentation.</li> <li>• Use gestures in a presentation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Select representations related to the presentation.</li> <li>• Identify information about a presentation.</li> <li>• Discuss characteristics of a quality oral presentation.</li> <li>• Identify expanded vocabulary in a presentation.</li> <li>• Identify gestures in a presentation.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Following a presentation, student can attend/respond to a discussion related to the purpose of the presentation.</li> <li>• Attend/respond to a presentation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attend/respond to an oral presentation.</li> <li>• Engage in activities that build and expand vocabulary.</li> <li>• Attend/respond to gestures in a presentation.</li> </ul>
--	--

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## FIFTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standards</b>	<b>Extended Content</b>
5. LVS.1.1. (Knowledge) Identify the purpose and content of a presentation through listening and viewing.	5. A.LVS.1.1. (Knowledge) Identify the purpose of a presentation through listening and viewing.
5. LVS.1.2. (Comprehension) Explain the purpose and content of the presentation.	5. A.LVS.1.2. (Comprehension) Identify main idea of a presentation through listening and viewing
5. LVS.1.3. (Application) Select and organize relevant information gathered through listening and viewing.	5. A.LVS.1.3. (Application) Classify relevant information in a presentation.
5. LVS.1.4. (Application) Deliver a narrative oral presentation.	5. A.LVS.1.4. (Application) Deliver a presentation relating to a personal experience

### South Dakota Fifth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of a presentation through listening and viewing.</li> <li>• Restate main idea of presentation through listening and viewing.</li> <li>• Select relevant information.</li> <li>• Deliver a presentation that provides information.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify the purpose of a presentation through listening and viewing.</li> <li>• Identify main idea of a presentation through listening and viewing.</li> <li>• Classify relevant information in a presentation.</li> <li>• Deliver a presentation relating to a personal experience.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Match purpose to presentation.</li> <li>• Recognize the main idea of a presentation.</li> <li>• Identify specified information through listening and viewing.</li> <li>• State one or two facts in a presentation relating to a personal experience.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to purpose of a presentation.</li> <li>• Attend/respond to main idea of a presentation.</li> <li>• Attend/respond to information of a presentation.</li> <li>• Deliver a presentation with assistance.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.

<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## SIXTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
6. LVS.1.1. (Comprehension) Interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues.	6. A.LVS.1.1. (Comprehension) Select the main idea and one fact from a presentation.
6. LVS.1.2. (Application) Organize and present narrative and informative presentations using main ideas and supporting details.	6. A.LVS.1.2. (Application) Present information that includes a main idea and two supporting details.
6. LVS.1.3. (Knowledge) Identify facts and opinions in auditory and visual information.	6. A.LVS.1.3. (Knowledge) Identify the difference between a fact and an opinion.

### South Dakota Sixth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Communicate the purpose and two facts from a presentation.</li> <li>Organize and present information that includes a main idea and three supporting details.</li> <li>Identify one fact and one opinion in auditory and visual information.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Select the main idea and one fact from a presentation.</li> <li>Present information that includes a main idea and two supporting details.</li> <li>Identify the difference between a fact and an opinion.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Select main idea of a presentation through listening and viewing.</li> <li>Organize information from a presentation into categories of main idea and supporting details.</li> <li>Match a clear fact from auditory or visual information.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend/respond to a discussion related to the main idea and facts from a presentation.</li> <li>Attend/respond to the main idea and a supporting detail.</li> <li>Attend/respond to a presentation and subsequent discussion related to the facts and opinions in the presentation.</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal

	support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## SEVENTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standards</b>	<b>Extended Content</b>
7. LVS.1.1. (Evaluation) Evaluate the purpose and content of the presentation using listening and viewing skills.	7. A.LVS.1.1. (Analysis) State the purpose of the presentation.
7. LVS.1.2. (Comprehension) Express orally how audience and purpose influence speech format.	7. A.LVS.1.2. (Comprehension) Explain how listeners shape a speaker's message.
7. LVS.1.3. (Synthesis) Create clear and organized descriptive, informative, and narrative presentations.	7. A.LVS.1.3. (Application) Create a presentation with a clear message.
7. LVS.1.4. (Evaluation) Evaluate the use of facts and opinions expressed in auditory and visual information.	7. A.LVS.1.4. (Comprehension) Recognize the use of facts and opinions.

### South Dakota Seventh Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of the presentation.</li> <li>• Describe how listeners shape a speaker's message.</li> <li>• Create an organized presentation with a clear message.</li> <li>• Identify the use of facts and opinions.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• State the purpose of the presentation.</li> <li>• Explain how listeners shape a speaker's message.</li> <li>• Create a presentation with a clear message.</li> <li>• Recognize the use of facts and opinions.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize the purpose of the presentation.</li> <li>• State that listeners shape a speaker's message.</li> <li>• Create a brief presentation with a clear message.</li> <li>• Label the use of facts and opinions.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to the purpose of the presentation.</li> <li>• Attend/respond to how listeners shape a speaker's message.</li> <li>• Attend/respond to a presentation with a clear message.</li> <li>• Attend/respond to the use of facts and opinions.</li> </ul>



<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## EIGHTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standards</b>	<b>Extended Content</b>
8. LVS.1.1. (Evaluation) Evaluate information in auditory and visual communication.	8. A.LVS.1.1. (Comprehension) Recognize relevant information in auditory and visual communication.
8. LVS.1.2. (Analysis) Analyze audio/visual aids in presentations.	8. A.LVS.1.2. (Knowledge) Identify audio/visual aids in presentations.
8. LVS.1.3. (Application) Integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.	8. A.LVS.1.3. (Comprehension) Recognize nonverbal communication.
8. LVS.1.4. (Synthesis) Deliver a persuasive presentation.	8. A.LVS.1.4. (Comprehension) Identify a topic as persuasive.

### South Dakota Eighth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify relevant information in auditory and visual communication.</li> <li>• Use one audio/visual aid in a presentation.</li> <li>• Identify nonverbal communication.</li> <li>• Develop a persuasive topic.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Recognize relevant information in auditory and visual communication.</li> <li>• Identify audio/visual aids in presentations.</li> <li>• Recognize nonverbal communication.</li> <li>• Identify a persuasive topic.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Repeat relevant information in auditory and visual communication.</li> <li>• Label audio/visual aids in presentations.</li> <li>• Imitate nonverbal communication.</li> <li>• Label a persuasive topic.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to relevant information in auditory and visual communication.</li> <li>• Attend/respond to audio/visual aids in presentations.</li> <li>• Attend/respond to nonverbal communication.</li> <li>• Attend/respond to a persuasive topic.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one

	setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## NINTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
9. LVS.1.1. (Analysis) Analyze the use of images, text, and sound in media for accuracy, validity, and influence.	9. A.LVS.1.1. (Analysis) Indicate the effects of images, text, and sound in media.
9. LVS.1.2. (Synthesis) Implement organizational methods for informative presentations.	9. A.LVS.1.2. (Synthesis) Sequence two to three ideas in a presentation.
9. LVS.1.3. (Application) Clarify and defend positions with precise and relevant evidence within an informal setting.	9. A.LVS.1.3. (Application) Indicate personal opinions within an informal setting.
9. LVS.1.4. (Application) Support a presentation with audio/visual aids and technology considering audience and purpose.	9. A.LVS.1.4. (Application) Prepare a presentation with at least one audio/visual/technological aid.

### South Dakota Ninth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Explain the use of images, text, and sound in media.</li> <li>Sequence four or more ideas in a presentation.</li> <li>Explain personal opinions within an informal setting.</li> <li>Prepare a presentation with two or more audio/visual/technological aid.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Indicate the effects of images, text, and sound in media.</li> <li>Sequence two to three ideas in a presentation.</li> <li>Indicate personal opinions within an informal setting.</li> <li>Prepare a presentation with at least one audio/visual/technological aid.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Recognize the use of images, text, and sound in media.</li> <li>Match two to three ideas in a presentation.</li> <li>Recognize personal opinions within an informal setting.</li> <li>Match audio/visual/technological aids with a presentation.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend/respond to the use of images, text, and sound in media.</li> <li>Attend/respond to three to four ideas in a presentation.</li> <li>Attend/respond to personal opinions within an informal setting.</li> <li>Attend/respond to a presentation with audio/visual/technological aids.</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.

<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## TENTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
10. LVS.1.1. (Analysis) Analyze visual and auditory impact on the credibility and reliability of the message.	10. A.LVS.1.1. (Comprehension) State one item in a pictures and/or words that makes the message accurate and dependable.
10. LVS.1.2. (Evaluation) Evaluate the effectiveness of arguments used by speakers.	10. A.LVS.1.2. (Comprehension) State if the speaker has been convincing.
10. LVS.1.3. (Analysis) Analyze how verbal and nonverbal communication can influence the interpretation of the message.	10. A.LVS.1.3. (Application) Demonstrate verbal and nonverbal communication.
10. LVS.1.4. (Application) Clarify and defend positions with precise and relevant evidence in a formal presentation or speech.	10. A.LVS.1.4. (Application) Support a position.
10. LVS.1.5. (Synthesis) Monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.	10. A.LVS.1.5. (Comprehension) Recognize listener reactions.
10. LVS.1.6. (Evaluation) Evaluate the relationship among purpose, audience, and content of speeches or presentations.	10. A.LVS.1.6. (Knowledge) Choose a topic for a specific occasion.
10. LVS.1.7. (Application) Incorporate verbal techniques in formal speeches or presentations.	10. A.LVS.1.7. (Comprehension) Practice rate in a presentation.
10. LVS.1.8. (Synthesis) Construct and deliver a variety of formal speeches or presentations.	10. A.LVS.1.8. (Application) Construct presentations.

### South Dakota Tenth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• State how pictures and words do/do not make the message accurate and dependable.</li> <li>• Explain if the speaker has been convincing.</li> <li>• State how verbal and nonverbal communication can make a difference for the listener.</li> <li>• Demonstrate support of a position.</li> <li>• Describe listener reactions.</li> <li>• Choose a topic for a specific occasion and audience.</li> <li>• Vary emphasis and rate in a presentation.</li> <li>• Construct and deliver presentations.</li> </ul>

<b>Applying</b>	<ul style="list-style-type: none"> <li>• State one item in a pictures and/or words that makes the message accurate and dependable.</li> <li>• State if the speaker has been convincing.</li> <li>• Demonstrate verbal and nonverbal communication.</li> <li>• Support a position.</li> <li>• Recognize listener reactions.</li> <li>• Choose a topic for a specific occasion.</li> <li>• Practice rate in a presentation.</li> <li>• Construct presentations.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize how pictures and words make the message accurate and dependable.</li> <li>• Recognize if the speaker has been convincing.</li> <li>• Imitate verbal and nonverbal communication.</li> <li>• Recognize a position.</li> <li>• Watch listeners for reactions.</li> <li>• Match a topic to a specific occasion.</li> <li>• Match emphasis variation in a presentation.</li> <li>• View presentations.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to how pictures and words make the message accurate and dependable.</li> <li>• Attend/respond to a presentation on being a convincing speaker.</li> <li>• Attend/respond to how verbal and nonverbal communication can make a difference for the listener.</li> <li>• Attend/respond to a position.</li> <li>• Attend/respond to listeners for reactions.</li> <li>• Attend/respond to a topic for a specific occasion.</li> <li>• Attend/respond to emphasis in a presentation.</li> <li>• Attend/respond to presentations.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## ELEVENTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
11. LVS.1.1. (Evaluation) Evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.	11.A.LVS.1.1. (Knowledge) Recognize the use of eye contact and organization in a presentation.
11. LVS.1.2. (Evaluation) Evaluate logical and critical thinking used in communication.	11.A.LVS.1.2. (Knowledge) Recognize common sense used in communication.
11. LVS.1.3. (Application) Implement rhetorical devices in oral presentations.	11.A.LVS.1.3. (Comprehension) Ask and answer a question in a presentation.

### South Dakota Eleventh Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Recognize the use of eye contact, organization, and body language in a presentation.</li> <li>Discuss common sense used in communication.</li> <li>Ask a question, answer the question, and use repetition in a presentation.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Recognize the use of eye contact and organization in a presentation.</li> <li>Recognize common sense used in communication.</li> <li>Ask and answer a question in a presentation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Imitate the use of eye contact.</li> <li>Point out common sense used in communication.</li> <li>Match the question to an answer in a presentation.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend/respond to the use of eye contact and organization in a presentation.</li> <li>Attend/respond to common sense used in communication.</li> <li>Attend/respond to a question in a presentation.</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.



## TWELFTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
12. LVS.1.1. (Evaluation) Evaluate diction, tone, and syntax used in communication.	12. A.LVS.1.1. (Comprehension) Describe the effect of words used in communication.
12. LVS.1.2. (Evaluation) Evaluate the interactions between society and media.	12. A.LVS.1.2. (Comprehension) Describe how media affects society.
12. LVS.1.3. (Synthesis) Narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.	12. A.LVS.1.3. (Synthesis) Create a multimedia presentation.

### South Dakota Twelfth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Discuss the effect of words used in communication.</li> <li>Discuss how media affects society.</li> <li>Present a multimedia product.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Describe the effect of words used in communication.</li> <li>Describe how media affects society.</li> <li>Create a multimedia presentation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Match the effect of words used in communication.</li> <li>Identify how media affects society.</li> <li>View a multimedia presentation.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend/respond to the effect of words used in communication.</li> <li>Attend/respond to how media affects society.</li> <li>Attend/respond to a multimedia presentation.</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.